

DESIGNING A FRAMEWORK FOR MAKING USE OF MOOCS

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IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development

Designing a framework for making use of MOOCs

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University of Cape Town



Centre for
Innovation in
Learning and
Teaching

OE Global 2017, Action Lab 9 March

<http://conference.oecconsortium.org/2017/presentation/designing-a-framework-for-making-use-of-moocs/>




Action Lab - Introduction

- What are MOOCs?
- UCT MOOCs Project as conceived
 - Course landscape in higher education
 - Goals for use
- UCT MOOCs Project experiences
 - UCT MOOCs portfolio
 - Use MOOCs
- Why design a framework for use?

What are your experiences?

- What do you mean when you refer to a MOOC?
- How many MOOCs have you enrolled for?
- Have you taken a MOOC that openly licences material?

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Mentimeter

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What are MOOCs?

Massive Open Online Courses are a prominent form of free or low cost course offerings, but not necessarily realizing the traditional vision for open education

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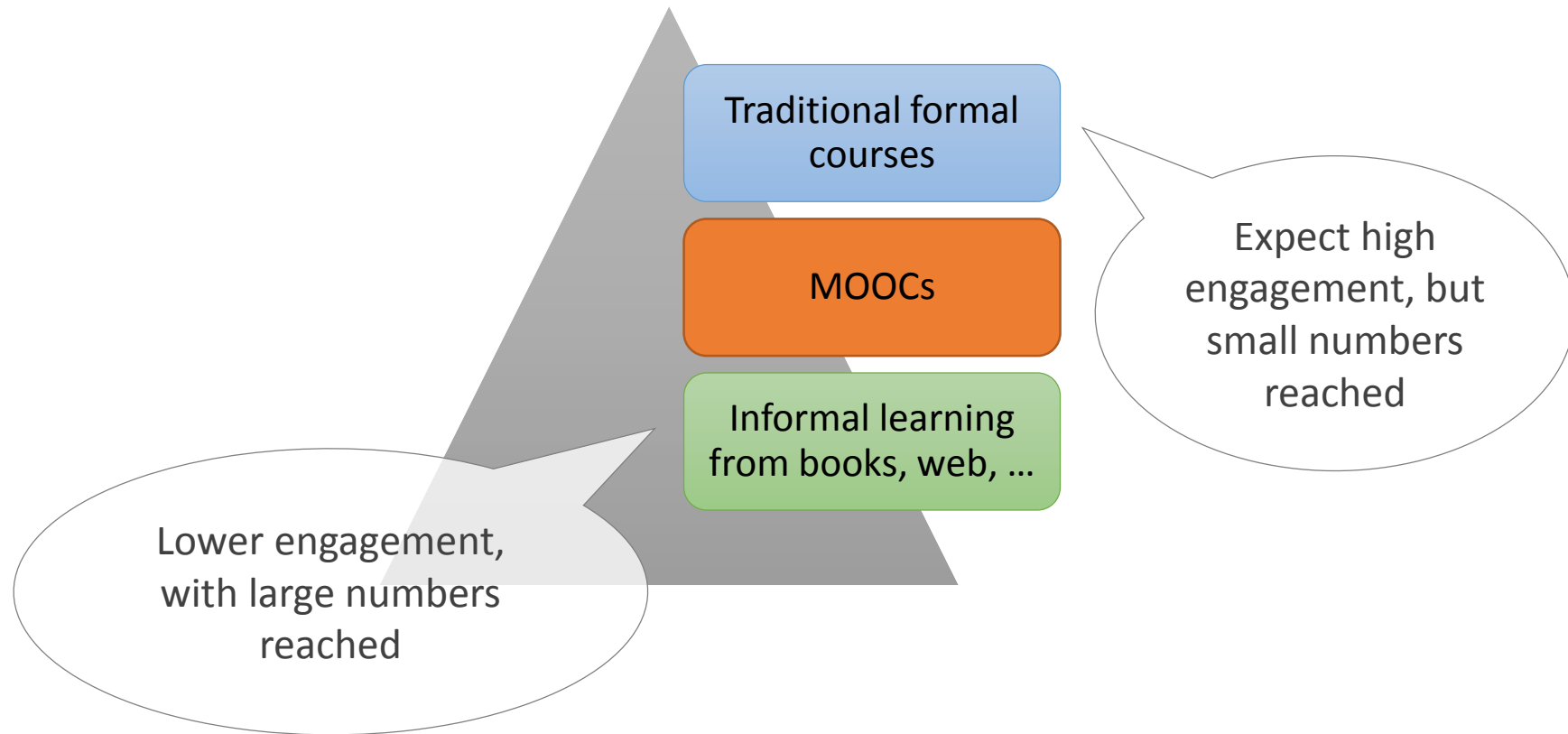
C

Course

- Course is organised to support learning

MOOCs occupy 'in between' spaces

which are neither formal nor informal but draw on both the skills of formal learning and the informal identities that have a kind of authenticity
(Farrow, 2014)



UCT MOOCs Project as conceived

Understanding the higher education landscape.

Intentions and goals for supporting open education and reuse.

UCT MOOCs Project

- To develop 12 MOOCs



UCTMOOCs
FREE ONLINE COURSES

- To research educators' open educational practices



COURSE LANDSCAPE

OF HIGHER EDUCATION

conventional

flexible

e.g. most degree programmes

e.g. flip class

Curriculum integration

FORMAL
(credit)

Lectures

Block release

Online courses

SEMI-FORMAL
(certificate)

Short courses

Professional development
courses

NON-FORMAL
(no credit)

Summer school

e.g. Short courses
Global Citizenship
Write Science courses

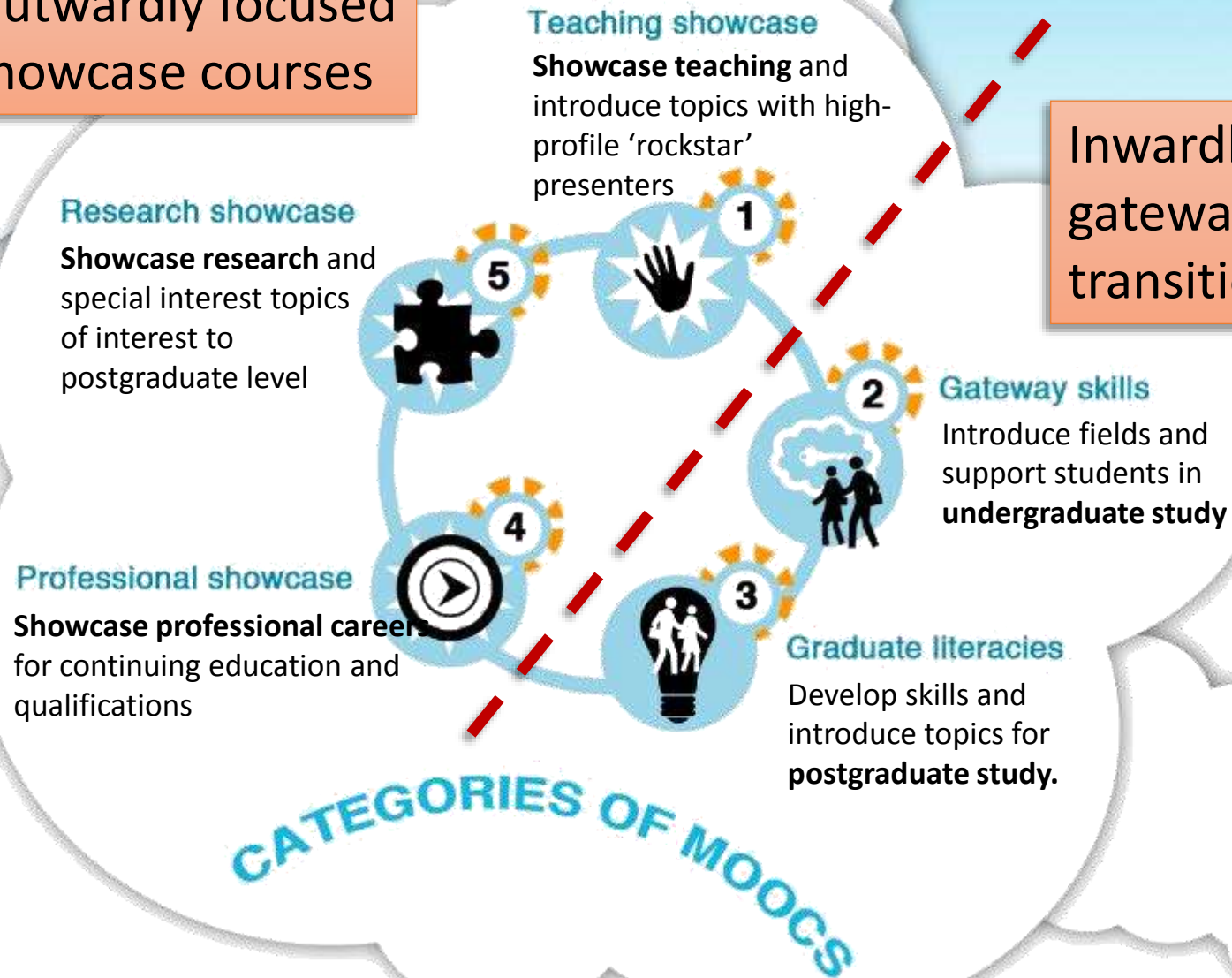
MOOCs



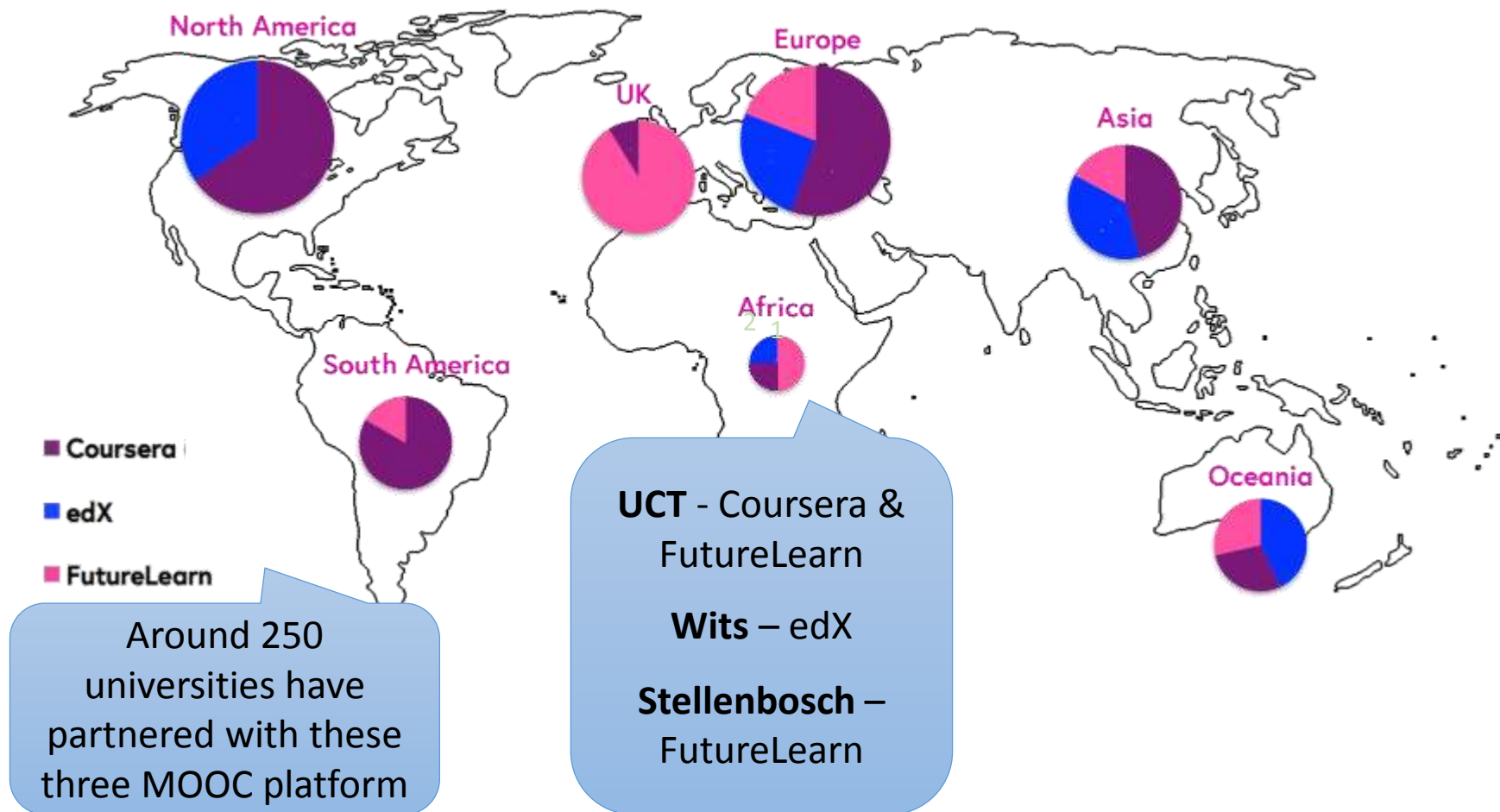
Within the Higher Education Landscape

Outwardly focused
showcase courses

Inwardly focused
gateway and
transition courses



MOOC platforms & university partners



Goals of UCT's MOOC project



UCTMOOCs
FREE ONLINE COURSES

- To **showcase** the teaching and research excellence of UCT
- To **give exposure** to African content and knowledge
- To **profile** key postgraduate programmes and research areas aligned with the university's strategic goals
- To **support** students in academic transitions
- To **make** UCT's knowledge resources globally **accessible**
- To **develop models and expertise** in online learning that could be deployed in mainstream degree programmes

What are your experiences?

- Have you been part of a MOOC course creation team?
- How was the material licenced?
- Have you been part of a formal online course creation team?
- How was the material licenced?

UCT MOOCs Project experiences

Understanding the higher education landscape.

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Education for All: Disability, Diversity and Inclusion



Extinctions: Past and Present



Climate Change Mitigation in Developing Countries



Becoming a changemaker: Introduction to Social Innovation



Medicine and the Arts: Humanising Healthcare



What is a Mind?



Julia Scientific Programming

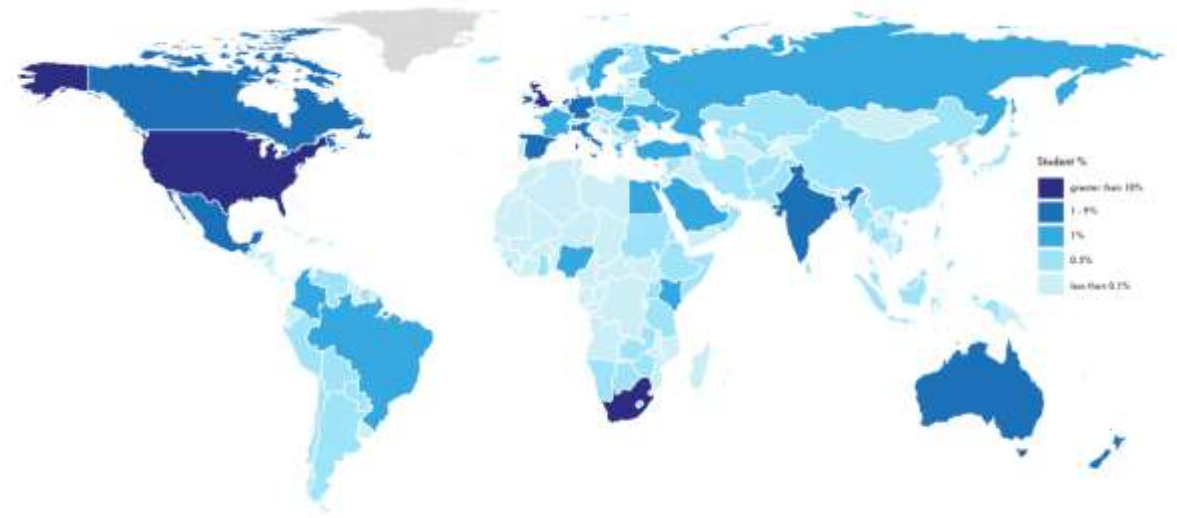


Understanding Clinical Research: Behind the Statistics

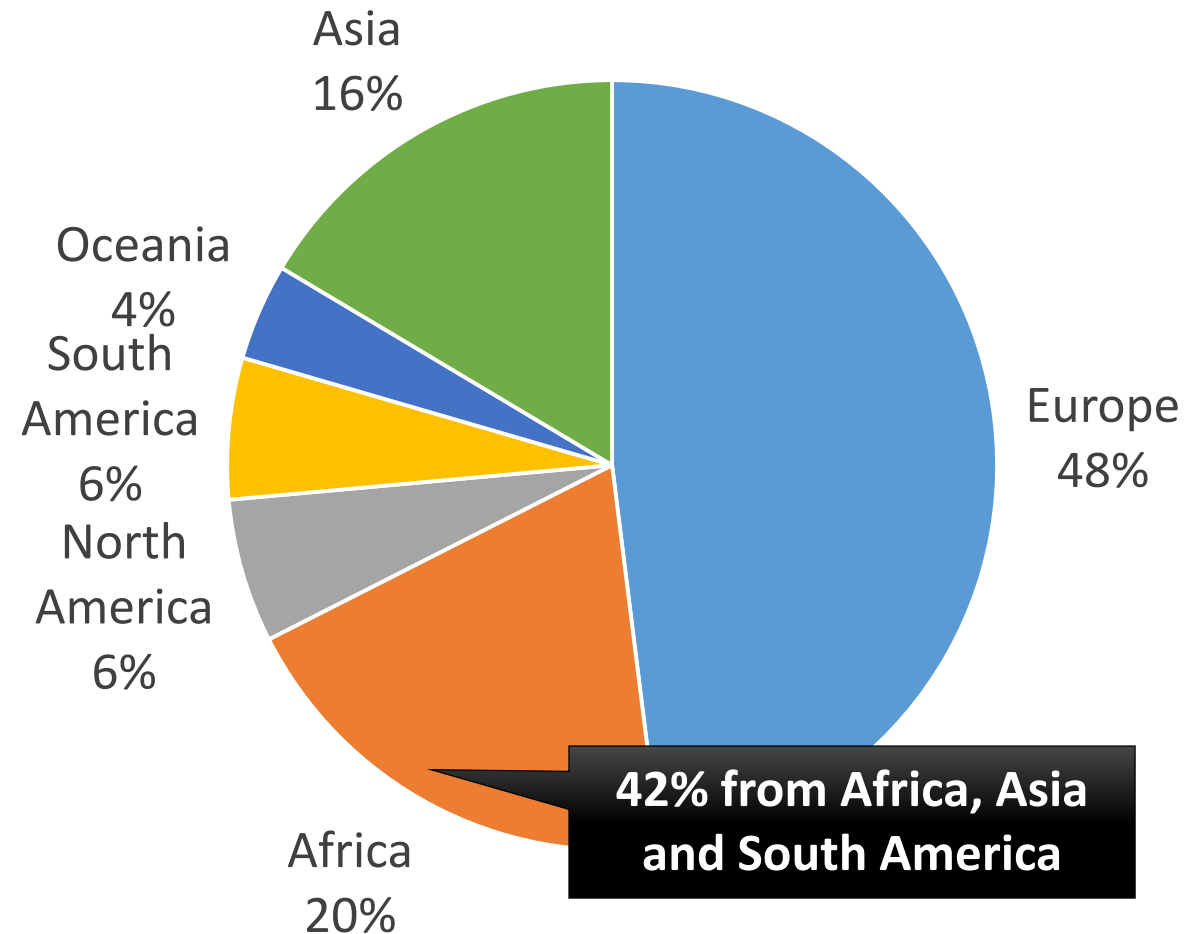


UCT MOOC learners

- Coverage
 - Geographical reach
 - Education level
 - Employment and sector
 - Gender and age profile
- Participation
 - Discussion comments
- Achievement
- Quality









Enrollment by continent



Source: enrolment in What is a Mind?

Licencing of materials in UCT MOOCs

© University of Cape Town CC-BY

Copyright	Creative Commons Licences						Public domain
All rights reserved	Attribution Non-commercial No derivatives	Attribution Non-commercial Share Alike	Attribution Non-commercial	Attribution No Derivatives	Attribution Share Alike	Attribution	No rights reserved
							
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>							
Most restrictive				Most accommodating			
BY = Attribution		NC = Non-commercial		ND = No derivatives		SA = Share Alike	

- Wrapped (e.g., with additional student essay)
- Reused materials (e.g., to show videos in class)
- Translated (e.g., into Spanish)

What are your experiences?

Have you made use of MOOC materials in your teaching?

Relationship between MOOCs and OER?

Why design a framework for use?

Anticipating and encouraging reused is central to open education

Educators' open educational practices

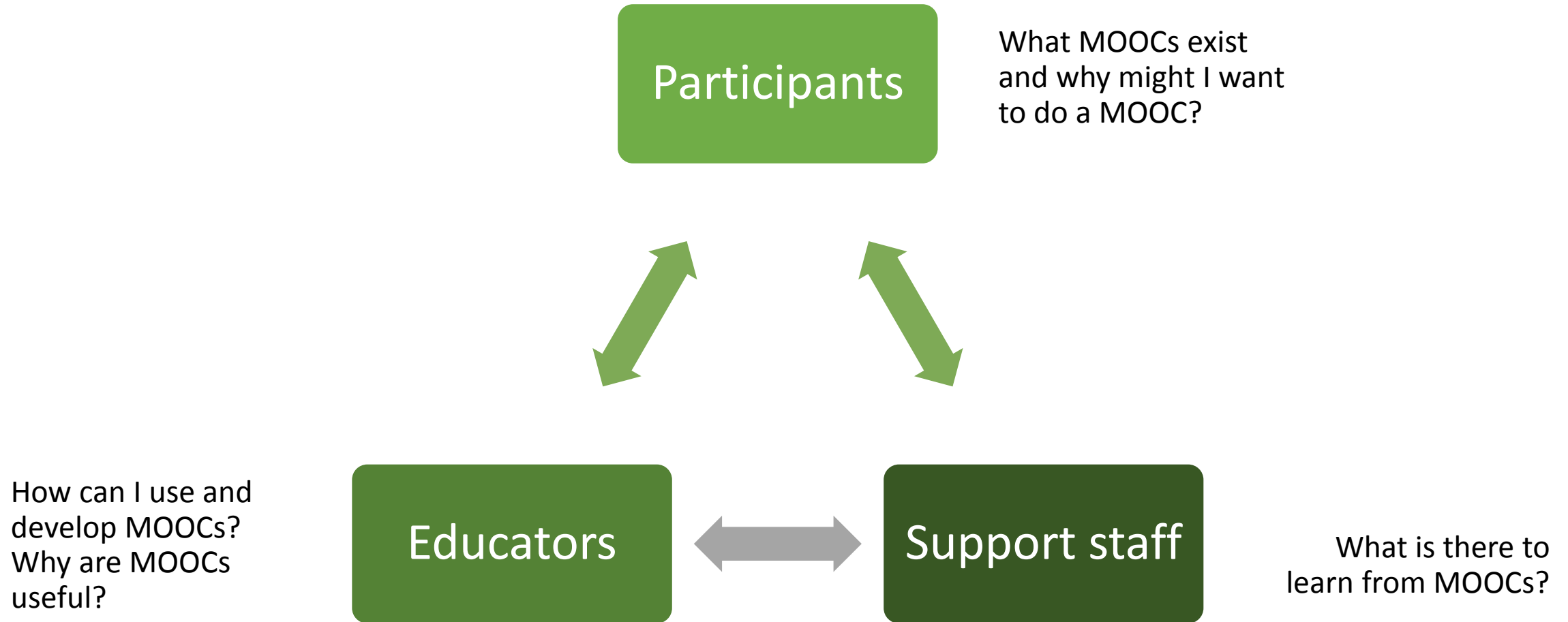
- A subproject of the *Research on Open Educational Resources for Development* (ROER4D) Impact Studies call

- Research question:

How does MOOC making with OER adoption influence educators' OEP?

- Rationale:
 - In a MOOC context, what can 'open' mean and how can it be valued?
 - What are the implications for institutions in promoting openness?
 - What does a MOOC format contribute?

Perspectives on MOOC use



Why do we need a framework

- MOOCs as an opportunity in informal – formal teaching & learning space
- Leverage considerable investments made and spread risk
- MOOCs as resources for re-use and re-contextualisation
- Understanding models of re-use helpful

Our perspective is of educators and learning designers wanting to understand MOOCs and MOOC use ecosystem – there may be other perspectives!!

MOOC use framework

Making use of MOOCs: opportunities

Creation model:
CREATE A MOOC

creating new course modes

Five Categories

- Teaching showcase
- Gateway skills
- Graduate literacies
- Professional development
- Research showcase

UCT 5 MOOC categories

Re-use/Adaption model:
MOOC MATERIALS RE-USE

providing new materials

'ADD IN':

- use MOOC as source of to create own course
- use materials as is
- adapt materials/localise

'ADD ON':

- use MOOC OER to supplement/add on to own course materials
- use materials as is

Re-use/Adaption model:
WHOLE/PART MOOC RE-USE

supporting new pedagogical strategies

- Authentic learning with diverse audiences
- Promote interdisciplinarity
- Active learning through FLIPPING CLASSROOM
- Support students in transition through BRIDGING MOOCs
- Opportunity for alternative ASSESSMENT/CREDIT

Create a MOOC

Creation model within MOOC use framework, including examples

Making use of MOOCs: educator pedagogical intentions

Creation model: **CREATE A MOOC**

PURPOSE

Educators' purposes fall into 5 categories/purposes of why they might offer a MOOC:

Teaching showcase
Gateway skills
Graduate literacies
Professional development
Research showcase

Maximises educator's ability to integrate into other teaching and to reuse

PROCESS

1. Create/build a MOOC
 2. Monitor MOOC and make changes
 3. Employ/use mentors or facilitators in MOOC to help teach students
 4. Monitor and evaluate
- Ongoing commitment!!

ENABLERS

Full control over pedagogical design, scheduling and selection of content

Institutional IP policy informs MOOC licensing

Plan for re-use from beginning

CONSTRAINTS

Costly endeavour – time and resources

Content may not be suitable for other contexts

Time taken to adapt and create assessments that align and tailor to MOOC content

Self-study likely to lead to non-completion

MOOC materials re-use

Re-use/Adaptation model within MOOC use framework, including examples

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Re-use/Adaptation model:
MATERIALS RE-USE

Making use of MOOCs: educator pedagogical intentions

PURPOSE

MOOCs provide OER materials

'ADD IN':

- use MOOC as source of to create own course
- use materials as is
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'ADD ON':

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PROCESS

Select materials

Download materials

Apply and adhere to Creative Commons licensing conditions

Localise and re-license if necessary

Enablers

Creative Commons licences enable re-use

Access to huge range of materials in multiple formats

Technical affordances of MOOC platform enable downloading

Inspiration from seeing how materials are used in context

Constraints

Pedagogical intentions of materials not known so out of context

Materials take time to find localise and adapt

Not all MOOC materials are CC licenced so may need to ask for permissions

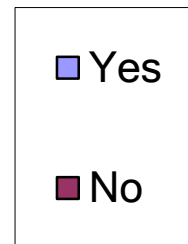
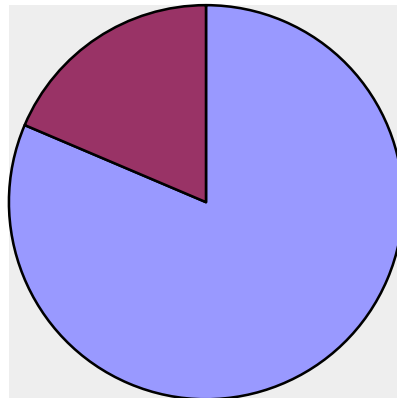
MOOC platforms may impose licensing and re-use restrictions

UCT is committed to encouraging open access with regard to scholarly communication and education. Where possible we have released our course content under a **Creative Commons licence**.

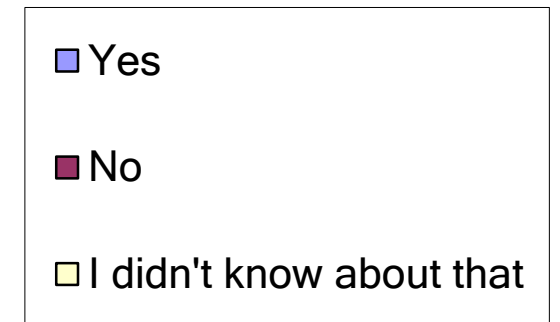
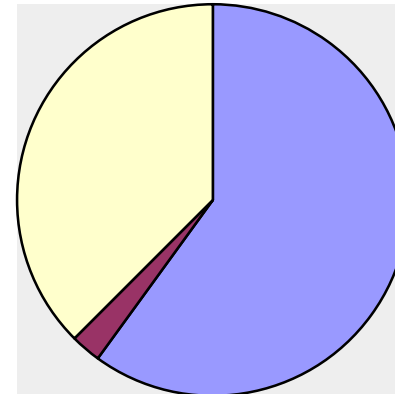


How prevalent is materials re-use in MOOCs?




Have you imagined re-using material from this course in your own context?



Did the open licensing enable you to make use of the course material?



If you have made use of the course materials please specify how...



Options	Percent	Count
For inspiration for teaching the topic in my own context	40%	15
By downloading and using videos or other resources for an informal or supplementary learning experience	37%	14
By downloading and using videos or other resources for a formal learning program	11%	4
By prescribing the course or parts of the course as part of a learning experience for students or colleagues	16%	6
By setting up a study group/ facilitated group to work through the course or some of the materials collaboratively	11%	4
By making use of links or readings which were suggested on the course	55%	21

Source: post-course survey in Climate Change Mitigation in Developing Countries

Whole/part MOOC re-use

Re-use/Adaptation model within MOOC use framework, including examples

MOOC use framework

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PURPOSE

MOOCs as supporting various pedagogical strategies:

- Support authentic learning through diverse audience
- Promote interdisciplinarity and exposure to community
- Active learning through FLIPPING CLASSROOM
- Plug gaps or support students to transition through BRIDGING MOOCs
- Provide opportunity for additional/customised assessment or credit

PROCESS

PRESCRIBE for self-study - students study in own time or as part of course but flexibly

WRAPPING: set up facilitated study groups - students are supported by physical space, time to meet and with a facilitator

AFFILIATE/PARTNERSHIP models - set up of a parallel course with localised content and localised assessment

Enablers

Whole/part course re-use enables pedagogical wrapping/teaching/support/scaffolding

MOOC platform design encourages keeping on track

Massive and diverse community can be a learning experience - "learning with the world"

Constraints

Time taken to find & recommend appropriate MOOCs

Content may not be suitable for local contexts

Time taken to adapt and create assessments that align and tailor to MOOC content

Self-study likely to lead to variable completion

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Source: post-course survey in Climate Change Mitigation in Developing Countries

Applying the MOOC use framework

Some example to illustrate the MOOC use framework

UCT Office for Postgraduate Studies

Office for Postgraduate Studies

Workshops, seminars and open online courses for UCT postgraduate students

Category & Campus Filter (23)

◀ ▶ Today

April 2016

Agenda Day Week Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 Public Holiday - Family Day	29 9am Navigating Research Writing 5pm MOOC: Questionnaire Design for Social Surveys	30 9am Navigating Research Writing	31 9am Navigating Research Writing	1 9am Navigating Research Writing	2
3	4 1pm Postgraduate Studies Open House 5pm MOOC: Advanced Writing	5 1pm Introduction to EndNote for Mac - HSL Research Lecture Series 1pm MOOC: Scholarly Communication [Science, Health Science and Engineering] 5pm MOOC: Questionnaire Design for Social Surveys	6 2pm Writing about research in plain English 5pm MOOC: Introduction to Public Speaking 5:30pm Introduction to Mendeley - HSL Research Series	7 3pm An introduction to EndNote for Mac users - Savvy Researcher Series	8	9
10	11	12	13	14	15	16

More Calendars

Browse by [Event Organizer](#)

- Office for Postgraduate Studies



UCR whole course (supplementary)

coursera

Overview

Syllabus

Creators

Ratings and Reviews

Understanding
Clinical Research:
Behind the Statistics

[Go to Course](#)

Already enrolled

Home > Life Sciences > Medicine & Healthcare

Understanding Clinical Research: Behind the Statistics

About this course: If you've ever skipped over the results section of a medical paper because terms like "confidence interval" or "p-value" go over your head, then you're in the right place. You may be a clinical practitioner reading research articles to keep up-to-date with developments in your field or a medical student wondering how to approach your own research. Greater confidence in understanding statistical analysis and the results can benefit both working professionals and those undertaking research themselves.

If you are simply interested in properly understanding the published literature or if you are embarking on conducting your own research, this course is your first step. It offers an easy entry into interpreting common statistical concepts without getting into nitty-gritty mathematical formulae. To be able to interpret and understand these concepts is the best way to start your journey into the world of clinical literature. That's where this course comes in - so let's get started!

The course is free to enroll and take. You will be offered the option of purchasing a certificate of completion which you become eligible for if you successfully complete the course requirements. This can

Financial Aid is available for learners who cannot afford the fee. [Learn more and apply.](#)

Understanding Clinical Research



Self-Learning

Scientific advances mean that we will all have to be life-long students, and one of the key skills you will need as a specialist health professional is self-learning. While there admittedly is a lack of face-to-face continuing education programmes in South Africa, we do have access to the wealth of online courses and training opportunities - many of which are available completely free of charge. But online courses are difficult to complete - not because of the material or format, but because of our hectic lifestyles! Many of us enrol in online courses, follow a few lessons, and then get busy with other things and never find the time to complete the course. It is almost like gym, but for your brain...

Statistics - popular options

[Understanding Clinical Research: Behind the Statistics](#)

by Prof Juan Kloppe from UCT Dep of Surgery (create a Coursera account)

About this course: If you've ever skipped over the results section of a medical paper because terms like "confidence interval" or "p-value" go over your head, then you're in the right place. Greater confidence in understanding statistical analysis and the results can benefit both working professionals and those undertaking research themselves.



Medicine and the Arts: Humanising Healthcare

Explore the field of medical humanities - the

Join now - starts 16 Mar



Reuse: Used as a **flipped classroom** for part of the taught masters course

Origins: Developed out of an existing taught masters course

6.5



Professor Deborah Posel

SOCIOLOGIST & FOUNDING DIRECTOR OF INSTITUTE OF HUMANITIES IN AFRICA (HUMA)



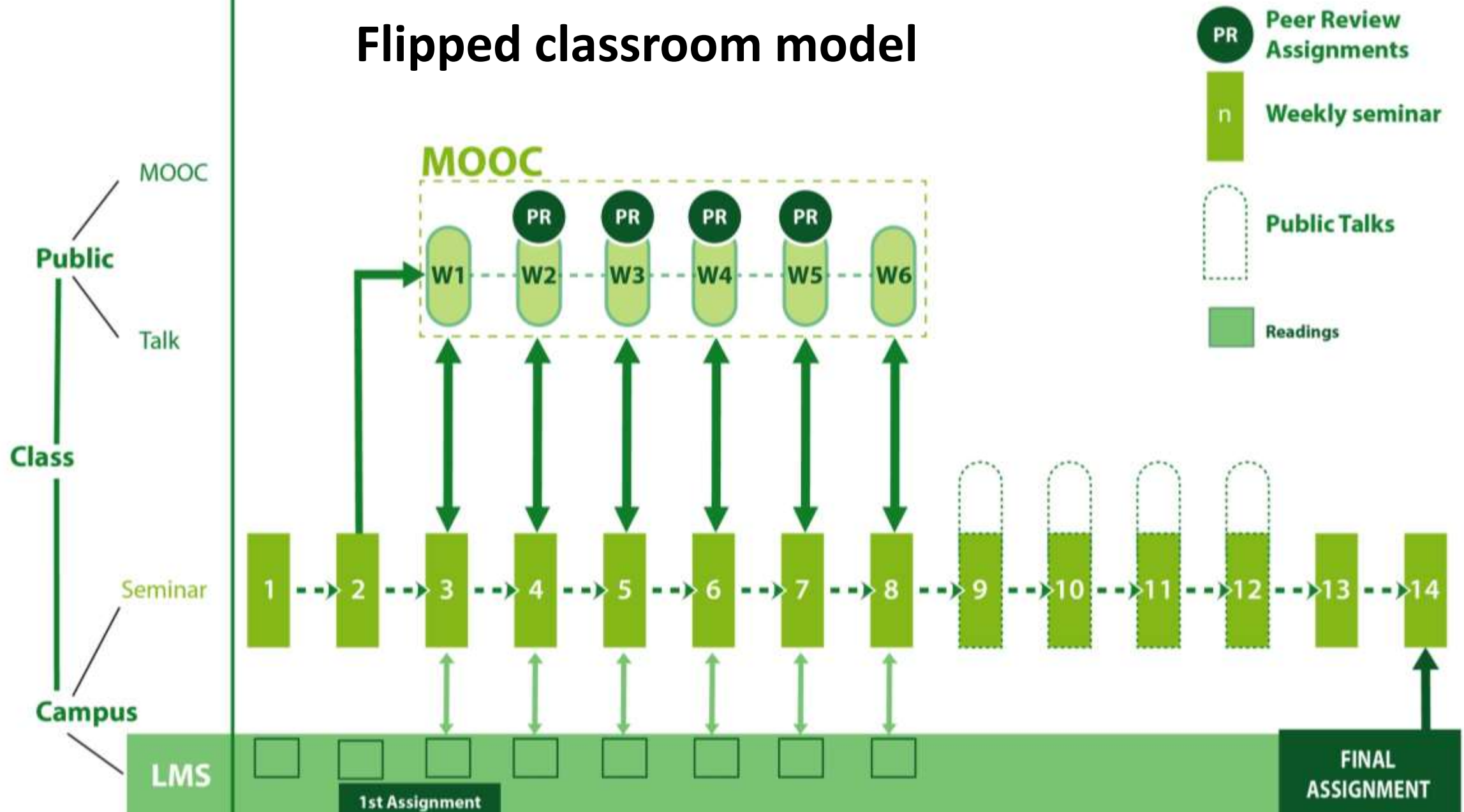
Download video: [standard](#) or [HD](#)

The Discipline of Death

[+ 0 comments](#)

In the second of her talks, Deborah explores the journey taken by medical professionals as they become familiar with the intimate details of death and dying. Dissection and autopsy are the means by

Flipped classroom model

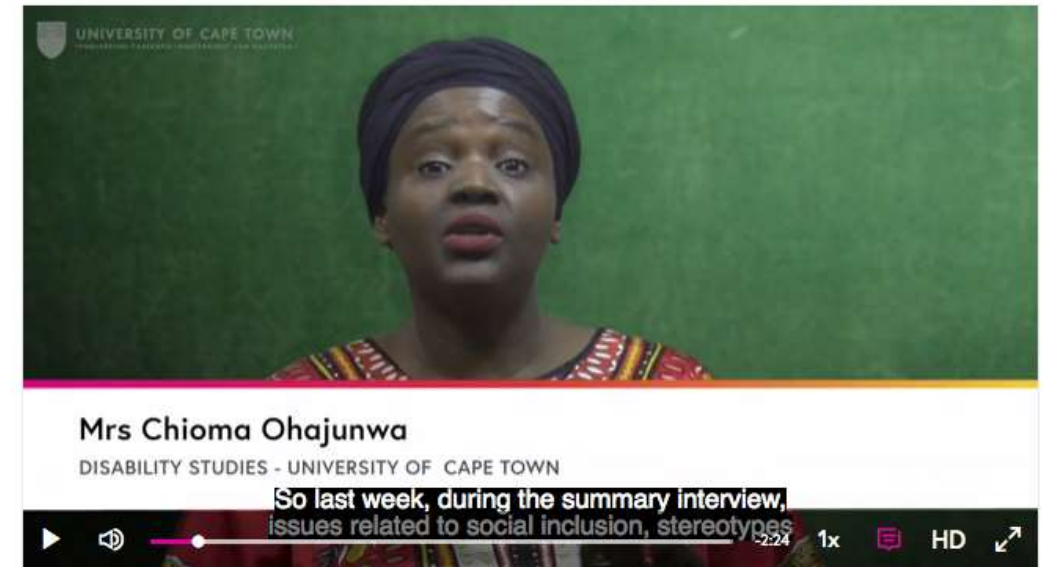


ONLINE COURSE

Education for All: Disability, Diversity and Inclusion

Join this free online course to find out how inclusive education can work, especially where resources are limited.

Materials reused for professional development – for teachers and others (eg. Occupational Therapists)



Family focus - the social context of disability

What is a mind?

Prescribed by a South Korean university for its own students for credit where educator marked student essays

Offered as a **formal on-campus course** at UCT and **taught by other staff members** to Semester Abroad students using a private version of course on FL platform

1.5 YOU'VE COMPLETED 0 STEPS IN WEEK 1



[View transcript](#)

Download video: [standard](#) or [HD](#)

What are you if not your mind?

By asking the question, 'What are you - if not your mind?', some fundamental questions are being raised. The mind is studied implicitly and explicitly by a range of different disciplines. The focus varies from the anatomical and physiological scene of action in neurosciences to the societal questions about being human in the Humanities. Yet on their own, none of these single disciplinary perspectives has a completely satisfactory response to the question, 'what is a mind?'.

What is a Mind? – Aimee Dollman and Dr Ross Balchin

This question has perplexed philosophers, scientists, historians and ordinary people across time and cultures. While advances in the medical understanding of how the brain functions can shed light on neurological functions and disorders, the essential question of what the mind is speaks to a different problem. This problem cannot be answered by a purely scientific understanding of the brain, nor by a purely philosophical or psychological approach. Many disciplines have attempted to address the question', resulting in multiple and sometimes antithetical answers.

In this course you are invited to explore pertinent scientific and philosophical concepts for understanding our own minds. 'What is a Mind?' adopts a multidisciplinary approach to explore four defining properties of the mind – subjectivity, consciousness, intentionality and agency. These four properties are used to help us think about the fundamental questions: what it is to be a mind, why we have a mind and what it feels like to have a mind.

About Aimee Dollman

Aimee is a senior post-graduate student in the Department of Psychology at UCT. She is currently completing her PhD in the department. She has graduated with an MA in Neuropsychology from UCT. Her current research involves visuospatial cognition, and she is investigating a rare visuospatial disorder as part of her PhD. She also has research interests in traumatic brain injuries (TBI), with her Master's research focused on academic and behavioural outcomes in children following severe TBI.

About Dr Ross Balchin

Ross currently teaches the first year students in the of Neuropsychology Master's programme at UCT. He also works with the Neuropsychanalysis Foundation in New York as an independent contractor. He has held National Research Foundation and Claude Leon Foundation postdoctoral fellowships and is a former honorary research associate in UCT's Division of Neurosurgery. Ross has research collaborations in the areas of depression, traumatic brain injury and the effects of radiation-based therapies on neurocognitive functioning. He's particularly interested in cross-cultural neuropsychology and in addressing the challenges associated with developing culturally fair and appropriate materials for clinical assessment.

Becoming a changemaker: Intro to social innovation



UCTMOOCs @UCTMO... 22 Nov 2016
What fabulous pics of amazing people - congrats to all who have been part of #socinnMOOC!
@Zabrave @RLabs @BerthaCentre @CILT_UCT

Wrapped as a facilitated class by an individual funded by NGO for local students

Students offered **In-person environment** to study the MOOC in an IT enabled facility with on-hand facilitators

Herman Ssebuliba @Zabrave
Knowledge grows from an idea to innovation end of #socinnMOOC
Week six @RLabsCafe @RLabs @USConsCapeTown @BerthaCentre @UCTMOOCs @CILT_UCT



Strandfontein facility for social innovation MOOC
Thursday, 17 November 2016



The Bertha Centre for Social Innovation and Entrepreneurship at the **UCT Graduate School of Business** has teamed up with social enterprise organisation **Reconstructed Living Labs (RLabs)**.

They are running a free online course, ***Becoming a Changemaker: Introduction to Social Innovation***, for people who want to become social entrepreneurs in their communities.

The course is presented online but, unlike most online programmes, it also has a

classroom-based facility in **Strandfontein**, Cape Town.

"The Strandfontein venue is really a place where people can come to connect, to brainstorm ideas and do the course online," says Marlon Parker, founder of RLabs and one of the convenors of the course.

Activity #1

- Review framework and add any examples from any of the categories
- Collect examples

Activity #2 Group activity

Think of how you might use a MOOC for your own teaching or learning

Use the framework as a guideline:

- What would you need to consider?
- What would need to be in place?
- How important is licensing?

Examples of materials re-use

- **Education for All:** Staff at a hospital downloaded videos and showed them in a group meeting where to stimulate discussions on disabilities In their context
- **What is a mind?:** other educators requested to use videos in their own courses;
- **Intro to social innovations:** use of video materials to run workshops for schools

But nature of materials re-use is that we don't know what is being re-used as materials can be downloaded by individual learners

Examples of whole/part MOOC use

- **What is a Mind?** - Another university required its students to take this MOOC and then write an additional essay for which they would be awarded credit.
- **What is a Mind?** – taught as a formal course for UCT Semester Abroad students
- **Understanding Clinical Research** which is recommended to MMed students enabling them to start with their research projects
- **Medicine & the Arts** course run as a flipped classroom by educators
- **Postgraduate Office at UCT** offers facilitated MOOCs for personal, professional and skills development
- **Climate Change Mitigation in Developing countries:** where educators are directing applicant to Master's so as to help decision making about suitability for Master's study
- **Social Innovations:** wrapped by a study group in Egypt as part of a
- **Social Innovations:** run as a blended course in a Rlabs educational facility in resource deprived community
- **CopyrightX affiliate version at UCT** where UCT students study localised version of HarvardX. Certification is available to these students

Project References

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UCTMOOCs
FREE ONLINE COURSES



/ :p :e :f - ROAR-for-DEE